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ABSTRACT

North Dakota's special education classes and services are defined and state reimbursements are listed. Guidelines specify procedures essential during or at the beginning or end of the school year. Areas involve planning and providing for special services, and working with the state and state agencies. Additional guidelines treat the following aspects of long range planning: establishing both independent and cooperative programs; providing personnel, space, and student evaluation services; and obtaining federal aid. Request forms for special education planning materials are included. (JD)

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SCHOOL ADMINISTRATOR'S HANDBOOK ON SPECIAL EDUCATION

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota 58501
1969

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School Administrator's Handbook on Special Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1969

"Buy North Dakota Products"

INTRODUCTION

This handbook is to be used by school administrators in conjunction with the Guides to Special Education in North Dakota, particularly Guide I. The handbook outlines procedures and the guides give detail. At the end of the handbook are three order forms on which you may request guides and other publications you may want to read.

There are three sections in the handbook:

- Special Education Summary Section
- The "Right Now" Section - for immediate use at the beginning of the school year or for new superintendents.
- The Long Range Planning Section - for those who see need to get started or to expand a special education program.

Special Education

- Some children in your school need special services or special classes if they are to benefit from the educational program. In a sense they are not special at all, since they provide the necessary facilities and teaching that will enable the handicapped child to "break even". The state legislature has made provision for special education by appropriating state funds for partial reimbursement to public schools which provide special classes and services to exceptional children.

- Exceptional children are defined in the law (Chapter 15-59 of the North Dakota Century Code) as those under age twenty-one "whose educational needs are not adequately provided for through the usual facilities and services of public schools. . . because of physical, mental, emotional or social conditions."

- Special services may include:

  Speech correction
  Teaching homebound or hospitalized children
  Consultative services to exceptional children
  Psychiatric or psychological services
  Transportation
  Large-type books
  Hearing amplifiers or other special equipment
  Resource teacher for visually impaired children
  Supplementary instruction for exceptional children
  Personnel in administration of special education
  Resource teacher for gifted children

- Special classes may include:

  Classes for educable mentally retarded children
  Classes for trainable mentally retarded children
  Classes for hearing impaired children
  Classes for emotionally disturbed children
  Classes for visually impaired children
  Classes for children with specific learning disabilities

- Even when special classes and services are provided for exceptional children, they should be integrated into the regular school program in all activities possible.

- As worthy as remedial reading is, it is not a part of the special education program.

- Reimbursement to local schools from state funds:

  To be reimbursed from state funds for part of the special education costs, the local school must meet the standards set up by the Department of Public Instruction in the following areas:

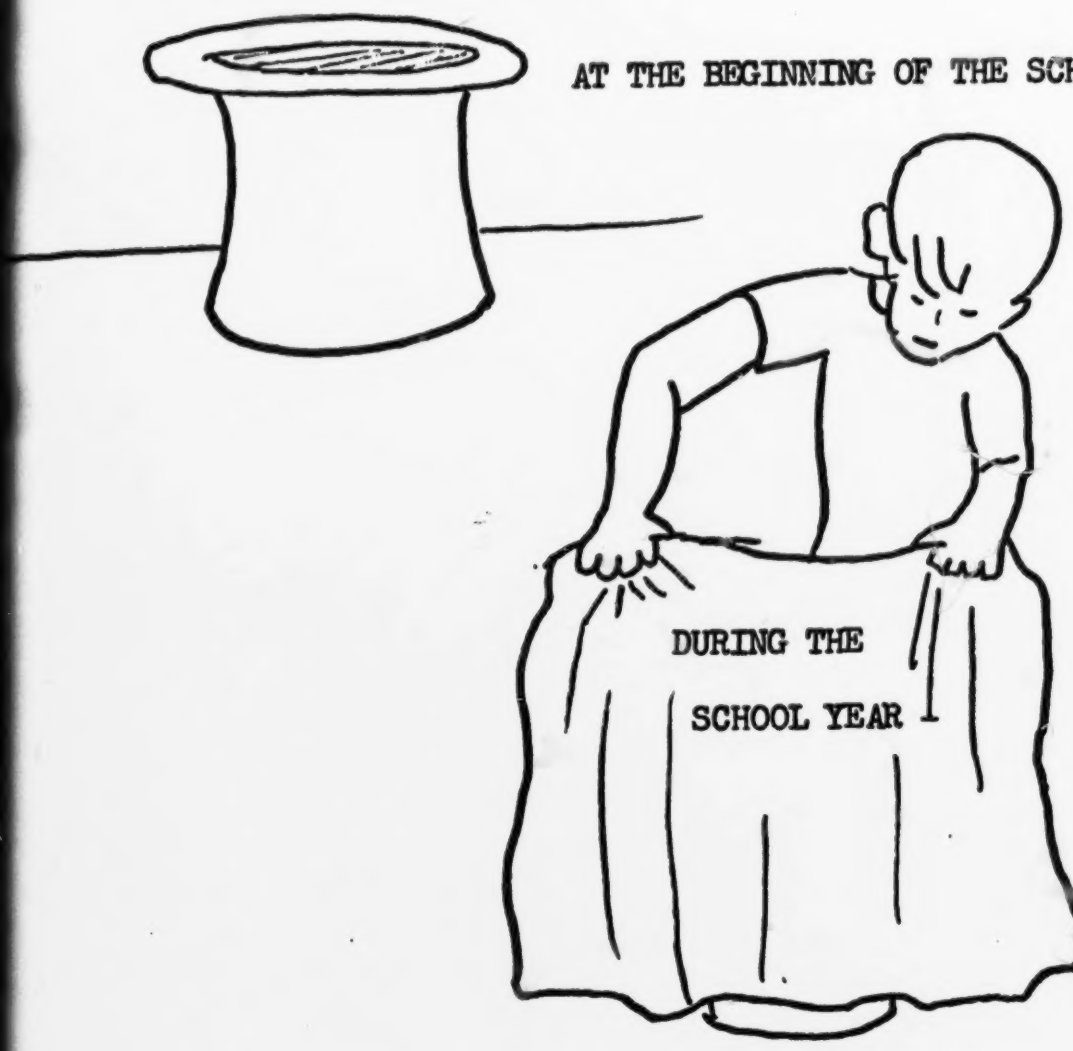
  Preparation of the special education personnel
  Eligibility of children to be included in the program
  School facilities provided for the program
  Appropriate enrollments

- Reimbursements vary according to the type of program. (See Guide I: Review of Special Education Programs)

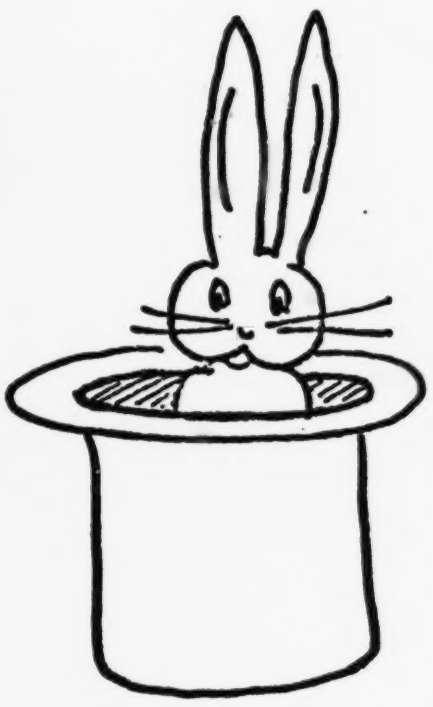
State Special Education Reimbursements

Local school funds, county special education funds, and federal funds may be used to supplement state special education reimbursement for special education.

Blind (Guide I, p. 27)	- $2,000 per teacher
Supplementary Instruction for Partially Sighted	- $2 per hour/4 hours per week
Educable Mentally Handicapped (Guide I, p. 12)	- $2,000 per teacher
Hearing Impaired (Guide I, p. 23)	- $2,000 per teacher
Homebound or Hospitalized (Guide I, p. 28)	- $2 per hour/4 hours per week
Large-print Books	- Free Loan
Physically Handicapped (Guide I, p. 20)	- $2,000 per teacher
Socially and Emotionally Maladjusted Visiting Counselor (Guide I, p. 22)	- $2,500 per approved Visiting Counselor
Speech Clinician (Guide I, p. 17)	
(in city systems)	- $2,500 each
(in multiple district or county)	- $3,000 each
Supplementary Instruction for Hearing Impaired, Visually Impaired, Homebound or Hospitalized, Special Learning Disabilities.	- $2 per hour/4 hours per week
Special Learning Disabilities	- $2,000 per teacher
Trainable Mentally Handicapped (Guide I, p. 14)	- $2,000 per teacher
Transportation or Lodging (Foster Home) (Guide I, p. 14)	- $35 per month per child or cost whichever is least.
Two-way Telephone Communication (Guide I, pp. 28-29)	- Installation and monthly rental, $2 per hour/2 hours per week
Visiting Counselor (Guide I, p. 22)	- $2,500 per approved Visiting Counselor



The "RIGHT NOW" SECTION



AT THE BEGINNING OF THE SCHOOL YEAR -

● Plan for children identified as having special needs. See Guide I - p. 9	All children to be served by any kind of special education service must be found eligible by qualified professional personnel. You may have special classes and services in your district. You may have had children evaluated this summer who need follow-up in special classes outside of your district. You may know of ill or disabled children in your district who will need homebound instruction. You may know a child from your district who is hospitalized locally or in another town who needs bedside teaching.
● <u>Apply for prior approval of all special education classes or services</u> in your district. Write the Department of Public Instruction, Bismarck, North Dakota. See Guide I - pp. 34-42 <u>Don't forget to apply for approval of homebound and transportation or lodging programs</u>!	Even if funded under Title I, III, VI or a combination of federal and state funds, a special education program must have approval. The approval forms will be returned indicating the amount of state funds, if any, set aside for the program and acknowledging that the school district has met the standards for an approved program
● When local schools do not provide a special education program, arrangements may be made with another school district for admission of an out-of-district child. See Guide I - p. 15	The school administrator should talk with parents, get information from the Department of Public Instruction (224-2277) and make the initial contact with the receiving school district prior to the beginning of the school year. Process a tuition agreement with the receiving school district.

- Help parents with plans for

1. Foster home (out-of-district) - $35.00 per month per child or cost, whichever is least, is available from state special education funds for either daily transportation or lodging in lieu of transportation. Application for approval must be made or funds will not be set aside. See Guide I - pp. 15, 40 See also Guide II for detail	Contact local welfare office, superintendent or receiving school, public health nurse, or other involved personnel. Local welfare offices approve foster homes. Payment must be made by the local school district to the parents. School boards may pay costs, but will be reimbursed only the $35.00 from state funds or costs whichever is least. If it is more convenient for the receiving school district to pay the monthly foster home payments you may arrange for the receiving school to request the Department of Public Instruction for approval and subsequent reimbursement and relinquish your right to do so. Local or county special education funds may be used to pay foster home or transportation costs. Local welfare funds may be available to assist. Check with county welfare office.
2. Daily transportation (out-of-district) See Guide I - pp. 15, 40 See also Guide II for detail	If a child in your district needs daily transportation because of a physical disability, this may be arranged under the same approval and reimbursement procedure.
3. Weekend transportation	Local school districts may assist parents financially for this if they wish. No state funds are available.

● Arrange for individual instruction for homebound or hospitalized children at the beginning of the year or <u>as it is required during the year</u>, using the application for approval form. This service may involve:	The bedside teacher must be a teacher with a valid North Dakota teaching certificate, prepared to teach the grade level needed.
1. Daily instruction See Guide I - pp. 27-29, 39 See also Guide V for detail	A minimum of four hours per week will be reimbursed at $2.00 per hour. Local school funds should be used to supplement the hourly wage and to increase the hours per week. Four weeks is the minimum program for which state reimbursement is available.
2. Home-to-school telephone system See Guide I - pp. 28, 42	May be installed in cases of an anticipated need of 8 weeks or longer for children above 3rd grade level. Cost of installation and monthly rental paid by state funds on approved programs. A teacher must provide 2 hours per week bedside instruction also
3. Teacher transportation	The local school should pay transportation costs of the teacher. Not reimbursable.
In arranging a special education program for a child hospitalized outside his own district, the receiving school <u>must enroll the child</u> for the period of his hospitalization and instruction for purposes of claiming state and county foundation payments.	
● Order large print texts See Guide I - pp. 25, 41	Any book in any subject area at any grade level (unless restricted by author copyright) can be reproduced in large print at state special education expense and loaned free of charge to the school for use by a visually handicapped child or other child requiring large print. Medical recommendation is required.

- Crippled Children's School, Jamestown
  See Guide I - p. 4

Under State law (Section 15-59-07) it is mandatory that a school district having a child who "because of his physical handicap is unable to attend the public schools in the district, such school district shall contract with any accredited private nonsectarian nonprofit corporation within or without the state which has proper facilities for the education of such student, if there are no public schools in the state with the necessary facilities which will accept the student." . . . "The contract shall provide that such school district agrees to pay to the private nonsectarian nonprofit corporation as part of the cost of educating such student an amount for the school year equal to 3 times the county average per pupil elementary or high school cost depending on whether enrollment would be in grade or high school department, in the county in which the contracting district is located."

- Pupils referred to State Hospital, Jamestown

The school program for the benefit of pupils who are patients at the State Hospital, Jamestown, is operated by the Jamestown Public School with help from state special education funds. School districts having pupils in this program are responsible for tuition to be paid to the Jamestown Public School for the period of time the pupil attends the school. Tuition agreements will be sent out to all home school districts by the Jamestown Public School.

A follow-up report including notice of credits completed will be sent to the home school district when the child returns home. Every attempt should be made to enroll the pupil in the home school immediately on return to home community.

DURING THE SCHOOL YEAR -

- Special education personnel (special class teachers, speech clinicians, school psychologists, etc.) should be included as an integral part of all staff activities.

- Space for work for the speech clinician, the special classes, and all special education programs and an adequate supply of materials and equipment should be provided.

- Visit special classes and services frequently during the year.

- For your reporting to the state department for state and county foundation payments, include homebound or hospitalized children for whom you are providing programs, as well as children for whom you are paying tuition at the Crippled Children's School, Jamestown.

- Do not include those from your district who are enrolled in another public school special education program. Foundation payments follow the child to the receiving school.

- Require teachers of homebound or hospitalized children to keep a daily log of hours taught and miles traveled in the program. Teachers of homebound children who are not otherwise on the staff should be included in staff meetings with regular staff. Grades and progress reports on the child's work are to be kept as a part of the school records.

- Reimbursement payments for special education can be made at the end of each semester if this is preferred by the school district. The school administrator should request forms if payment at the end of the first semester is desired since they are not automatically sent out until the end of the second semester.

- The Department of Public Instruction cooperates with the State Department of Health, Community Mental Health Division in providing a psychological testing service during the summer. Your needs in this area should be reported to the County Superintendent of Schools soon after January 1.

- Look for personnel for next year's special education programs in February or March - UND, Minot State College, Northern at Aberdeen, Moorhead State - and any others you know prepare qualified personnel.

- Are there special education needs your school district cannot meet unless there is cooperation among several districts or a county effort? Indicate your interest to the county superintendent of schools and to other superintendents from local school districts with whom you might cooperate. (Read Planning County-Wide Special Education Services, available from the Department of Public Instruction, Bismarck, North Dakota.)

AT THE END OF THE SCHOOL YEAR -

- Reimbursement claim forms and program report forms will be sent out about May 1 to be returned to the Department of Public Instruction as soon after the end of the school year as possible. The fiscal year ends June 30 for Department of Public Instruction record keeping and no payment will be made after July 30 for programs during the prior school year.

- Reimbursement is not made until program reports are returned by teachers or administrators. One copy of each of these reports should be retained for the local school files.

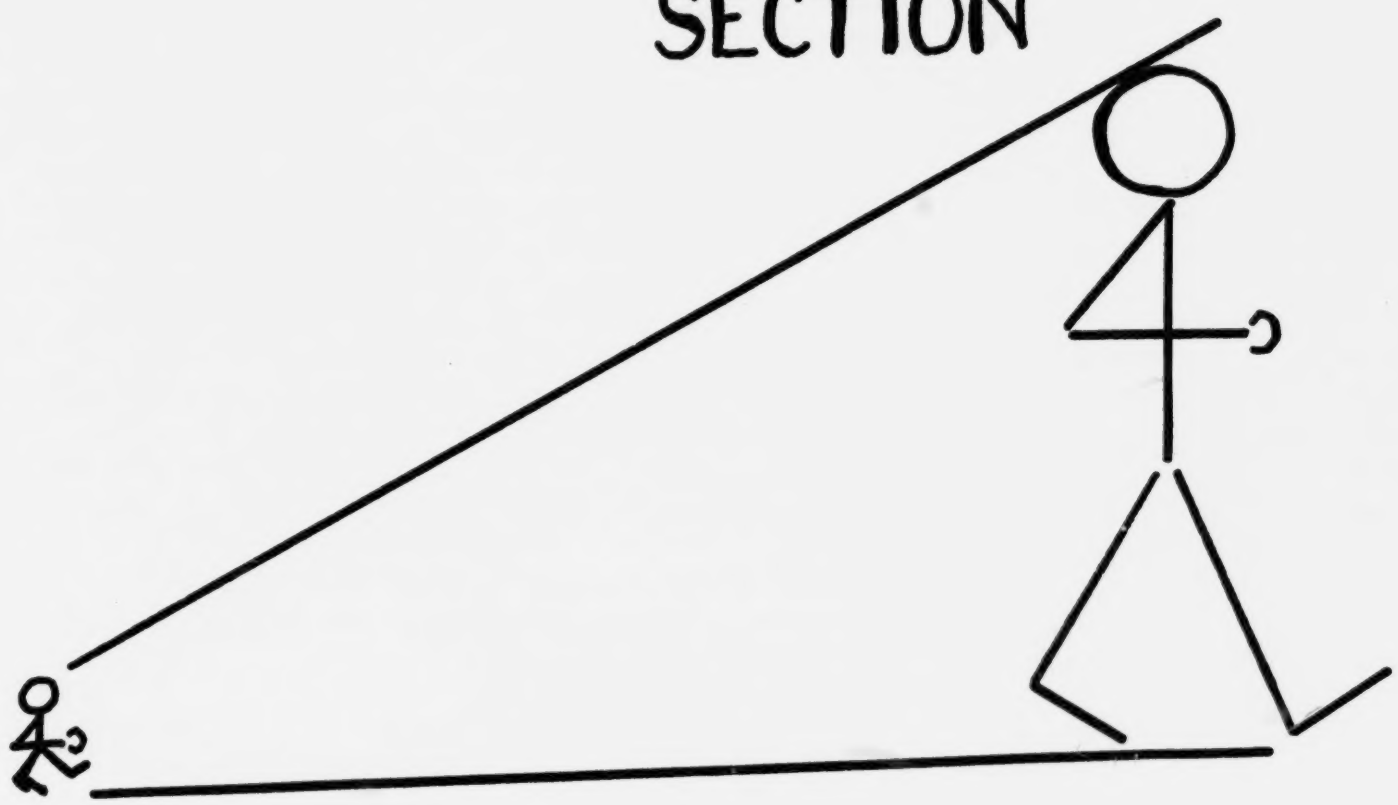
- Finish planning for next year's special education programs.

- Return all large print textbooks (state-owned) which will not be needed next year. Order large print books for children for next year.

- Return all state-owned equipment which will not be required in the program next year.

- Arrange for or otherwise assist parents in procuring evaluation of children. (Medical, vision, hearing, or psychological)

The LONG-RANGE PLANNING SECTION



Long Range Planning

for

Special Education

1. Can you "go it alone?"

- With a school enrollment large enough to yield a sufficient number of eligible children the school district may operate a complete special education program. Such a district would qualify for funds from state special education funds, Department of Public Instruction.

- Most North Dakota school districts, however, will need to plan with other districts or cooperate in a county special education program to offer complete services in special education. Such cooperative programs also qualify for partial state reimbursement.

- Just as a thumbnail rule, to determine whether your school should program in special education independently, you need to draw from several school districts, a total school population of -

1,200	to justify	1	full-time speech clinician
2,500	to justify	3	full-time classes for mentally retarded children (one at each of three age levels)
20,000	to have	3	full-time classes for trainable mentally retarded children (one at each of three levels)
3,000	for	1	full-time visiting counselor to socially and emotionally maladjusted children
500	for	1	full-time teacher-consultant for children with special learning disabilities
20,000	for	3	classes or resource personnel for blind children

2. Ways of cooperating

- County Special Education Boards were authorized by the 1961 legislature. They are:

  Appointed by the County Superintendent of Schools.

  Charged with responsibility for determining need, suggesting program and planning a budget. School administrators and other professional personnel are involved in an advisory capacity.

  Responsible to ask the Board of County Commissioners to appropriate money or arrange for a vote on a levy not to exceed three mills for special education purposes in the county.

  Responsible, if the voters approve a levy, to work with the schools and the Department of Public Instruction to provide planning and funding for special education programs.

  County Special Education Boards are funding special education programs in about 30% of the counties in North Dakota. More than half of the counties have County Special Education Boards. If you don't have one in your county talk with the County Superintendent about it. (See also Planning County-Wide Special Education Services available from the Department of Public Instruction, Bismarck, North Dakota.)

- Working with one or more other districts.

  This can be done by a simple arrangement which should include a written agreement among the districts. Such an agreement should delineate the program to be provided, method of funding, district to act as the sponsor (for purposes of receiving and disbursing funds).

- Working with other agencies.

  Arranging special education programs or special education services for one child in a district or many is an educational function and the responsibility of the school administrator.

  There are agencies and personnel, however, in every community to help the school in diagnosis and planning. These include: (See Guide X: Psychological Services Available to Public Schools for detail, addresses, Department of Public Instruction, Bismarck)

  ✔ Local Physicians

✔ Area Social Service Centers in
Bismarck
Devils Lake
Dickinson
Fargo
Grand Forks
Jamestown
Minot
Williston

[Every county is located in one of these regions. Check yours.]

✔ Mental Health and Retardation Centers
Memorial Mental Health and Retardation Center, Bismarck
Northeast Region Mental Health and Retardation Center, Grand Forks
Southeast Region Mental Health and Retardation Center, Fargo
North Central Mental Health and Retardation Center, Minot
South Central Mental Health and Retardation Center, Jamestown

✔ Public Health Nurses

✔ County Welfare Boards

✔ State-Wide Evaluation Services
Division of Community Mental Health Programs, State Department of Health, Bismarck
State Hospital Outpatient Treatment Center, Jamestown
Crippled Children's School, Jamestown
University of North Dakota-Evaluation Center for Exceptional Children, Grand Forks
and others.

- You'll need a Director of Special Education sooner or later. It will be apparent to you that planning a cooperative program of special education or a one-district one will require a good deal of somebody's administrative time and know-how. Does your district or county see the value of employing a part-time or full-time Director of Special Education? He will provide leadership and efficiency and better public and parent understanding for your program. (See Guide I, p. 30)

3. Problems and Planning

- Teacher availability

Special education personnel is in demand and colleges are preparing more teachers and speech clinicians than ever before.

Get to the colleges with your inquiries by February or March, know what the job is and what salary you can offer.

Experience shows that a teacher, speech clinician or other special education person may be more interested in a county or city program with a special education director where a special education staff works together than in an isolated itinerant position working alone.

There are traineeships and fellowships in special education available from federal funds (Public Law 85-926) administered by colleges providing such programs and the Department of Public Instruction. ($75.00 per week for summer session, waiver of fees, also graduate and undergraduate fellowships for year-round study.) (Send for information and application to Department of Public Instruction, Bismarck.)

Also, special projects funded under ESEA may build-in a component for preparing professional personnel to staff the project.

- Recruitment

Encourage seniors in the high school to visit and assist as volunteers in special education classes and services as a means of recruiting new personnel to the field.

Recruit a skillful teacher from the local staff for special education training in summer sessions or year-round. He is more apt to stay with you!

- Space

Finding adequate areas for special education classes and activities is the administrative "space" program:

Even though enrollments in the class for retarded children may be 6-15 children the classroom should be the same size as other classrooms to accommodate a variety of work areas.

A class for mentally retarded children should be in the area of the school serving children of similar ages-a high school class in the high school building, etc.

Do not isolate the class for retarded children, better isolate the third grade (or the first) in that building across the street or downtown. The retarded child is already struggling to be a part of society and an isolated classroom will add to his problem. He must be close to other children his age so that he can participate with them in as many activities as possible. Special education classes must be housed appropriately to be approved.

Plan ahead if space is limited. Perhaps it is better to wait a year or two than to push a special class into a crowded substandard area.

Speech clinicians and teacher-consultants in the area of special learning disabilities also need appropriate space to work and to store files and materials.

- Evaluation of Children

No child should be assigned to a special education program without having had competent diagnosis by a qualified professional examiner - medical, psychological, or educational.

School administrators will need to:

Provide information to parents.
Help in arrangements for evaluations.
Refer to appropriate agencies if evaluation services are not provided by the school district.

Asking teachers to refer to you the names of children who need evaluation because of low achievement, behavior disturbances or difficulties in learning is a good beginning. Ask the teacher to <u>describe the problem behavior</u> - not to <u>diagnose</u> the child's difficulty or <u>label</u> him. The diagnosis may require the opinion of several competent professional workers who evaluate his performance.

Evaluation can be arranged in one of several centers in North Dakota. (Refer to Guide X: <u>Psychological Services Available to Public Schools</u>, Department of Public Instruction, Bismarck, North Dakota)

4. Federal funds for special education programs.

- Special education in North Dakota is <u>one program</u> even when financed locally or federally or in combination with state special education funds. Every program must be approved in the following areas:

Teacher qualifications
Pupil eligibility
Facilities
Equipment
(See Guide I: Review of Special Education Programs, Department of Public Instruction, Bismarck, North Dakota)

- Title I - Funds available to the school district under Title I may be used for approved programs for handicapped children. (Contact person: Warren Pederson, Department of Public Instruction, Bismarck, North Dakota)

- Title III - The purposes of Title III are to stimulate and assist in the provision of vitally needed educational services not now available and to stimulate development of exemplary education programs to serve as models. (Contact person: Vernon Eberly, Department of Public Instruction, Bismarck, North Dakota)

- Title VI - Title VI is set up to initiate, expand, and improve programs and projects for the education of handicapped children through local and state education agencies. (Contact person: James F. Slocum, Department of Public Instruction, Bismarck, North Dakota)

- Vocational Education - A portion of all federal funds for vocational education must be allocated to programs for handicapped persons.

- Construction - When building and remodeling remember to eliminate architectural barriers - eliminate steps, use wide doorways, and make all facilities accessible to students in wheel chairs or on crutches.

Year off

LIST OF SPECIAL EDUCATION MATERIALS FOR PLANNING

Request Form

Available from the Department of Public Instruction upon request free of charge. Order today.

- ☐ Guide I: Review of Special Education Programs, 1969
- ☐ Guide II: Classes for Educable Mentally Handicapped Children, 1965
- ☐ Guide III: Speech and Hearing Services in Public Schools, 1967
- ☐ Guide V: Visiting Counselors to School Children who are Socially and Emotionally Maladjusted, 1966
- ☐ Guide VII: Individual Instruction Programs for Children who are Homebound or Hospitalized, 1967
- ☐ Guide VIII: Setting Up Summer Speech Clinics
- ☐ Guide X: Psychological Services Available to Public Schools, 1968
- ☐ Special Education Directory, 1969-1970
- ☐ Annual Report, 1968-1969
- ☐ Planning County-Wide Special Education Services, 1968
- ☐ Learn About Speech Defects, 1967
- ☐ Procedures for the Education of Deaf-Blind Children in North Dakota, 1969
- ☐ School Administrator's Handbook on Special Education, 1969

We request the materials checked above. Please send to:

NAME_____

ADDRESS_____

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